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## PRESENT DEVELOPMENT OF SECONDARY SCHOOLS ACCORDING TO THE PROPOSED PLAN

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[ABBREVIATED]

Philadelphia, Muskegon, Saginaw, St. Joseph, Mo., Goshen, Joliet, and eighteen semi-public institutions in different sections of this country, some illustrating one stage of development, and others showing another, are, each in its own way, working out this plan. The progress is necessarily slow, because all taking advanced work with a view to shortening the time spent in college are continually asking: "How much credit shall I receive for this when I enter college?" And the man to whom this question is directed is as regularly making the same inquiry from the college. The information he receives from the colleges is by no means uniform, but in no case has the right to such credit been questioned, when all the evidence bearing on the case was presented.

This phase of the general question is vital, because on its answer depends the decision of this particular class of students touching college entrance, when admission units have been satisfied, or continuance in high school for the purpose of securing additional units for advanced credit. If the certificate relation already exists, there ought to be no hesitation on the part of the college in accepting the work, provided the work offered is equal in quantity and quality to the corresponding work in the freshman and sophomore years of the college. Yet the question of determining how much credit ought to be given for work well done in the fifth and sixth years of the high-school course is, to say the least, a perplexing one.

The high school we find inclined to continue this advanced work very much in the same way as the third and fourth years' work were done; and so no satisfactory credit can be secured until the work done in the high school is equal in all respects to that done in the college. The colleges, in the main, contend that the difference in work is one of intensity, or that the high-school formula furnishes a diluted tablet of the commercial type, while the college furnishes a

concentrated tablet chemically pure. Much could be gained if we had a different method of school inspection. We have found that the inspector sent by the college generally inspects very rigidly along the line of his specialty, and makes a wise, sometimes a wide, guess at all other lines of work. A week spent in the school by the examiner or inspector would be far more beneficial and just to both parties than whatever time elapses between one train and the next. Nothing short of a personal acquaintance with the teacher can really reveal to anyone what her work stands for.

The Joliet High School has sought and received advanced credit at one college or another in mathematics, French, German, Latin, physics, chemistry, English and American literature, and history, but at no institution of the higher order have all these subjects been accredited. We have found it comparatively easy to reach an understanding in mathematics. Most colleges recognize that college algebra and trigonometry, well done with an approved text, admit the student, without examination or condition, to the sophomore class. A few add to these subjects analytics, and so we find it necessary to give this subject this year in the fifth year's work. It would be a great convenience, and would simplify matters greatly in the working out of our plan, if all work could be done with the same definiteness, uniformity, and accuracy as mathematics.

The development of schools indicates that some standard is necessary which shall show the amount of work which shall be regarded as satisfying the requirement of the freshman and sophomore years of the college, and, in order that this may be properly graded, all doing fifth- and sixth-year work should be required to select work from the fourth year and upward. In this way it is comparatively easy to increase the quantity and improve the quality until the students readily pass muster at the university. In all these discussions we feel greatly the need of having someone define the terms "high school," "college," and "university." So far as the high school is concerned, we scarcely know what it was, what it is, or what it hopes to be. Of late the college has changed little in the time allotment of work, and so with the university; and yet we find universities doing first-year Latin and elementary algebra, and high schools doing Livy and analytics. Now, if the state legislature, the state

department of public instruction, or the American commissioner of education would once for all define these three terms, they would free us from many inextricable educational jumbles in our use of terms.

No matter what development the high school may make, if it continues to graduate students after they have completed four years' work, the college will continue to receive quite a large percentage of them. Some will deem it advisable to change institutions, teachers, and location, after four years have been spent in one school, while others will prefer to remain at home under parental and magisterial supervision somewhat more direct and rigid than the average college authorities administer. A great determining factor in this choice is now, and must continue to be, a financial one. Those who can spend four years on a college campus will continue to do so, while those who can spend but two, and must secure a degree in that time, will remain—are remaining—at the high school to complete the extra work. As a matter of fact the number of students taking advantage of higher work in the high school grows larger every semester, and some are returning to school who graduated four years ago because the opportunity looks too tempting to pass by.

We find a great difference between the fourth-year and the fifth-year students in their attitude toward their work. After high-school graduation has taken place, and a decision is reached to return to the high school for advanced work, the more serious side of education seems to take possession of the student, and he is able to do well a much greater amount of work than he did the previous year. He begins to think more of the time element in acquiring an education, and is a student on his own account. What had before seemed a grind or mere drudgery now, under the new light shed upon it, appears to be an investment promising handsome returns. It is only fair to say that because the high-school is a democratic institution to a much greater extent than the college, the high school will retain for fifth- and sixth-year work many who could not be recommended to the college, and who would miss the great purpose of the college if sent to it. This comparatively small percentage of high-school students stand somewhat in the way of rapid advancement, and yet, so long as the institution is for all the people, provision must be made for them.

There is another class now appealed to in the development of this plan. Students are graduating from high school younger than they did a few years ago, considering the courses of study then and now, and the parents, even of those who see no other difficulty in the way of going at once to college, wish that the young college timber should be matured and seasoned for a year or two before trying to stand alone. There is no better place for them than in the high school in their home town, and many parents act wisely in sending such students back to the high school, and not to some college away from home.

In conclusion, then, we find (1) that in the development of the plan some schools have changed a three-year to a four-year course, others a four-year to a five-year course, and others a five-year to a six-year course, and that all that have had a six-year course are enthusiastic in the working of the plan and have no thought of retrogression; (2) that men who, as in this case, take the initiative and blaze the way to greater progress must expect to be maligned and condemned, but in due time the plan will convince even those who are now skeptics, that it has a real reason for existence, and that it is but the final step in the complete evolution of the secondary school; (3) that we recognize the fact that, under any plan, a certain percentage of high-school graduates will go directly to college, because a change in environment is advisable, and for those who remain to do advanced work the great question to be settled is the amount of credit the college can give for advanced high-school work, and that a clear distinction must be made both in quality and quantity of work between that of the fourth year and the two succeeding years; (4) that the certificate relation, good for the first four years, ought cautiously to be extended over the two succeeding years, and that the inspection ought to be more extensively done, and should not be simply an adjunct of any department; (5) that it would aid materially in the development of this plan to have some authorized definition of the terms "high school," "college," and "university," and to have some uniformity in granting advanced credit; (6) that the great factor in the decision whether to remain in high school for a fifth and sixth year's work, or to go at once to college, seems to be a financial one, and when decision is rendered to remain at home, a much more serious attitude toward school work is observed. The main difference between the one and the other work is one of intensity.